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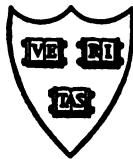
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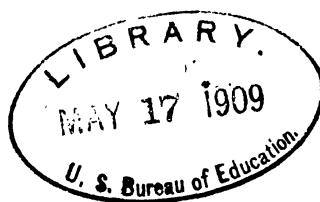
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## The Organization of the Department of Education in Relation to the Other Departments in Colleges and Universities.

IT is the purpose of this paper to set forth the relations which the department of education should bear to other departments in colleges and universities, and to determine, if possible, a scheme of organization by which those relations may be justly maintained. After a brief historical survey of the professional education of teachers, the situation as it is to-day will be presented in detail, and then will follow a discussion of the question at issue.

### I. HISTORICAL SURVEY.<sup>1</sup>

In the University of ancient Athens questions pertaining to the department of education were neither important nor troublesome. Notwithstanding the fact that the Greeks seriously undertook the reflective study of human nature, and founded schools of philosophy whose influences have survived to this day, problems belonging to the theory and practice of teaching were not scientifically considered; hence there arose among the Athenians no professor of education to disturb his colleagues, or to be disturbed himself, because of efforts to make satisfactory adjustment of the study of education to academic environment.

<sup>1</sup>This survey is taken, largely, from a paper read by W. S. Sutton in 1904 before the Association of Southern Colleges and Preparatory Schools.

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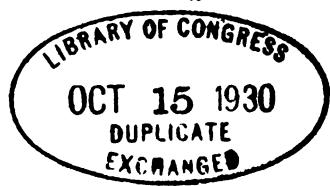
In ancient Rome, also, the education department was unknown; not even a course in education was offered. So, too, the universities in the Middle Ages got on very comfortably for centuries without the assistance of education professors. The fact is that the study of education was born in modern times, the Jesuits being first to give the subject serious consideration.

Along with other new subjects the study of education has had a long and an arduous struggle to secure recognition. In prolonging the contest two causes have been especially aggressive and efficient. The first of these causes may be stated thus: The Renaissance established classical learning as the ideal of education, and faith in the efficiency and all-sufficiency of the culture-material embodied in the languages and literatures of ancient Greece and Rome became as unyielding as that of Jonathan Edwards in the five points of Calvinism. Education, therefore, as well as every other aspiring new subject, experienced the greatest difficulty in entering the charmed circle of the liberal arts, for, in the field of learning, as in that of politics, the way of the "trust-buster" is hard.

The second of the causes is the opinion, long entertained by people generally, including even teachers themselves, that there is no science of teaching. Somewhat more than twenty years ago the Hon. Robert Lowe, a leading educational officer in England, declared that there could be "no such thing as the science of education."<sup>1</sup> Englishmen accepted this declaration without question, and not a few American educators heard it with manifestations of delight. But it is unnecessary to go even twenty years into the past for proof that the study of education is not universally regarded with favor. In 1904 Prof. Barrett Wendell, of Harvard University, contributed to a popular magazine an article from which these sentences are taken: "Of all our educational superstitions, we may freely admit, none is more instantly apparent than that which wor-

<sup>1</sup> Quick's *Educational Reformers*, p. 379.

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By *Franklin*

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ships the classics and mathematics as idols. And yet the newer educational superstition, which bows the knee to pedagogics, is beginning to seem more mischievously idolatrous still."<sup>1</sup> Even to-day are to be found members of the Harvard faculty and of the faculties in other colleges and universities who, if possible, surpass Professor Wendell in expressions of contempt for education as a university study.

In spite of the hindering causes above detailed, in spite of the fact that some of the leaders in the study of education have been blessed with more zeal than either scholarship or sense, in spite of the ravages wrought by fakirs and camp-followers swift to take advantage of opportunities afforded by the exploiting of a new idea, the history of the university movement to dignify the office of the teacher, to establish education upon the basis of reason rather than that of tradition and caprice and empiricism, to elevate education to the plane of other worthy subjects, stands in need of no apology, for it contains a record of the deeds of many faithful, intelligent, courageous souls, who, enduring crosses and despising shame for a half a century or longer, have been actively engaged on the firing line of educational reform. That record cannot here be given in detail; but attention is invited to a review of some of its more important features.

Thomas Hopkins Gallaudet, so Dr. Will S. Monroe has recently discovered in his study of the life of Henry Barnard, was the first American professor to conduct education courses in a university. For at least two years, beginning in 1832, Gallaudet gave instruction in the philosophy of education at The University of the City of New York, now called New York University. This information, revealed by the Barnard correspondence, Professor Monroe says, is confirmed by Hough's *Historical and Statistical Record of The University of New York*.

<sup>1</sup> "Our National Superstition," *The North American Review*, Sept., 1904, p. 401.

In 1849 President Wayland, of Brown University, offered his resignation of the presidency of that institution because he was unable to inaugurate educational reforms he considered necessary. His resignation, however, was not accepted, the corporation appointing a committee, with Dr. Wayland himself as chairman, to prepare a report concerning the new policies which he believed should be inaugurated. The report of the committee was submitted in 1850. Among the new courses which were recommended, and which the corporation afterward adopted, was "a course of instruction in the science of teaching."<sup>1</sup> This, commonly regarded as the first course in education ever given in an American university, was announced under the name of "Didactics," and was described in the Brown catalog as follows:

*"Didactics.*—This department is open for all those who wish to become professional teachers. A course of lectures will be given on the habits of mind necessary to eminent success in teaching; the relation of the teacher to the pupil; the principles which should guide in the organization of the school; the arrangement and adaptation of studies to the capacity of the learner; the influences to be employed in controlling the passions, forming the habits, and elevating the tastes of the young; and on the elements of the art of teaching, or the best methods of imparting instruction in reading, grammar, geography, history, mathematics, language, and the various other branches taught in our higher seminaries. All these lectures are accompanied with practical exercises, in which each member is to participate.

"For the benefit of teachers generally a class has already been formed consisting of persons not connected with the university. \* \* Lectures are given at the lecture room of the high school, on Benefit Street, twice a week on the various topics embraced in the course of elementary teaching."<sup>2</sup>

The first professor of Didactics in Brown University was S. S. Greene, one of the thirty-one Boston schoolmasters who had helped to make Horace Mann famous by attacking, in 1844, his celebrated Seventh Annual Report, a document devoted especially to advocacy of the study of education. In

<sup>1</sup>Barnard's *Journal of Education*, Vol. 13, p. 778-780.

<sup>2</sup>*Educational Review*, Vol. 19, p. 112.

1854, for want of funds, the Chair of Didactics was abolished at Brown University, her students being thereafter permitted to study education courses in the Rhode Island Normal School, which had been established in Providence. Education did not again find its way into the Brown University curriculum until almost fifty years had passed.

The next effort to establish education as a college course was made in Antioch College by Horace Mann, who, after serving twelve years as Secretary of the Massachusetts Board of Education and a term or two in Congress, became, in 1853, the president of the institution just now named. It is believed that the instruction given was that of the normal school rather than of the university grade. How long even this kind of instruction was given at Antioch is not surely known; but it certainly ceased with the downfall of the College in the early days of the Civil War.

A feeble legislative attempt to provide instruction in education at the Missouri State University was made in 1867; but the effort resulted in failure, there being at that time no one in that state to "show" the Missourians how the thing could be done. That was before the days, we remember, of the vigorous and progressive administration of President R. H. Jesse.

In The State University of Iowa, from 1856 to 1873 there were efforts to insure instruction to teachers, finally culminating in the establishment of the Chair of Mental Philosophy, Moral Philosophy and Didactics. The Didactics being only a tail, and a very small one at that, attached to those two big mental and moral philosophy canines, it is no wonder that they found it both easy and amusing to wag in any way they pleased the caudal appendage they held in common.

To Michigan University belongs the honor of establishing in this country the first professorship to be devoted exclusively to the professional side of the equipment of teachers. This chair was established in June, 1879, when there were in the English-speaking world only two college chairs of education—

the Bell chairs in Edinburgh and St. Andrews. The Michigan chair was founded as the result of the persistent efforts of President Angell, who, both as a student and as a professor in Brown University, had profited by his acquaintance with President Wayland. In the circular describing the proposed work of the new chair these purposes were enumerated:

- "1. To fit university students for the higher positions in the public-school service.
- "2. To promote the study of educational science.
- "3. To teach the history of education and of educational systems and doctrines.
- "4. To secure to teachers the rights, prerogatives and advantages of the profession.
- "5. To give a more perfect unity to the state educational system by bringing the secondary schools into closer relations with the University."<sup>1</sup>

In 1882 that great college president, F. A. P. Barnard, of Columbia, in his annual report made a strong and a comprehensive plea for giving the study of education standing-room in the university. I would that there were time to quote his entire discussion of the value of the study of education, for the argument is so clearly, fully, and convincingly made that to-day it stands in need of no revision. Space enough is taken to give here only the last sentence, which reads:

"In no other way which it is possible \* \* \* to imagine, could the power of this institution for good be made more widely, effectively felt, than in this [professional education of teachers]; in no other way than in this could it do so much to vivify and elevate the educational system of this great community, through all its grades, from the highest to the lowest."

It was largely because of President Barnard's insight and executive power that the great State of New York and the country at large have enjoyed the benefits of the pedagogical instruction once offered in Columbia's School of Philosophy and Education, and now given in Teachers College, into which the education portion of that school has been merged and from

<sup>1</sup>Hinsdale in *Educational Review*, Vol. 19, p. 118.

which lovers of sound learning and sane teaching in all parts of the Union are receiving both inspiration and practical guidance.

Following the example of Michigan and Columbia, Cornell, Wisconsin, Kansas, Indiana, Leland Stanford, Harvard, Texas, Missouri, Colorado, Nebraska, Minnesota, California, and the great majority of other reputable American colleges and universities, have established education chairs, or even departments of education, coördinate with the departments of law, medicine, and theology.

From 1860 to 1907 many other things, truly, happened—things which have not been set down above, but which are not devoid of interest. For example, in 1860, Dr. John M. Gregory, then State Superintendent of Public Instruction, first gave to the senior class and some other students in Michigan University, a short course of lectures, his services being considered as a kind of pedagogic *lagniappe*. Many have been the changes wrought in order to develop the embryo professional lectureship of the early days into a teachers' college, such as may be found in Columbia, in which to-day are found a greater number of professors and instructors and more courses of instruction than obtained in all of the departments of an average university a generation ago. It would be sad, and it may be unprofitable, to relate how the pioneer professor of education received such treatment as would lead one to suspect that he was in the habit of sitting on the back steps of the institution he served and of receiving such occasional crumbs of comfort as the more charitably inclined of his colleagues and the student-body were constrained to give him. It would be a painful task, though it might point a moral, to recount the perilous situations which educational courses occupied during the storm-and-stress period—counting at times nothing at all toward an academic degree, at other times receiving only partial credit, under the ban here, hiding out there, and all the time searching for some *modus vivendi* that

would be, in any degree, tolerable. It is, indeed, a far cry from those days to our own, in which education ranks with Latin, Greek and mathematics, and, in some universities, with law and medicine, and in which the professor of education has no cause to complain of unjust discrimination of either a social, a professional, or even a financial character.

## II. THE PRESENT STATUS OF THE PROFESSIONAL EDUCATION OF TEACHERS

### 1. *In America.*

In order that the plans for the organization of the professional education of teachers, as it now obtains in American colleges and universities, might be definitely and accurately known, resort was made to the questionnaire, which, to the average professor of education, is a present help in time of trouble. The questionnaire in this instance included the following questions:

1. Is the education work in your institution organized into a separate department, coördinate with the departments of law, medicine and engineering?

If it is so organized, give:

- a. The requirements for entrance into the Department.
- b. The requirements for graduation therefrom.
- c. The name of the degree conferred by the Department.

2. Or is the education work organized into a school coördinate with the school of English, mathematics, Latin and other schools composing the college of arts, or academic department, and do all courses in education count toward academic degrees?

3. Or is the work in education given only incidentally as a part of the work of the school of philosophy or of some other academic school?

4. If the department of education obtains, describe the powers of administration, showing how its faculty is related to other faculties in the institution.

5. Please give in briefest outline the historical data concerning the founding and the subsequent evolution of the professional education of teachers in your institution.

6. I shall be greatly indebted to you if you will give me a brief statement (a) of an *ideal* plan for organizing the education work in colleges and universities, and (b) of that plan which, in view of pres-

ent conditions, you believe it would be the part of wisdom to adopt now.<sup>1</sup>

Responses were received from forty-two institutions. An examination of the answers to questions 1 to 4 inclusive discloses great variety in the plans of organization. Education is organized as a department cöordinate with law and medicine in the University of Arkansas, Leland Stanford, Junior, University, The University of Chicago, The University of Minnesota, The University of Missouri, The University of Nevada, Teachers College (New York), New York University, The University of North Dakota, The University of Cincinnati, The University of Texas, Syracuse University, and The University of Wyoming.

It is organized as a school cöordinate with the school of English, of mathematics or of history, or of any other academic study, in The University of California, The University of Colorado, The University of Florida, Northwestern University (Evanston, Illinois), The University of Indiana, The State University of Iowa, The University of Kansas, The University of Nebraska, The University of New Mexico, Cornell University, Ohio State University, Western Reserve University, The Oklahoma University, The University of Tennessee, The University of Utah, The University of Virginia, The University of West Virginia and the University of Wisconsin.

In Harvard University education is organized as a "division," which has about the same signification as expressed by the term school, as used above.<sup>2</sup> In the University of Illinois there is what is called the School of Education; but it is not a school in the narrow sense; nor is it a department cöordinate with law and medicine. It is, as nearly as may be determined, about half-way between a school and a department, and is

<sup>1</sup> Answers to questions 5 and 6 are to be found in Appendix B.

<sup>2</sup> Divisions in Harvard sometimes include more than one subject. Education, prior to February, 1906, belonged to the "Division of Philosophy."

coordinate with what is known in the University of Illinois as the School of Music, or the Library School.<sup>1</sup>

In each of some other institutions education is an integral part of the work of a school to which is assigned some other subject, also—generally philosophy. In The University of Alabama, The University of Georgia, The Louisiana State University, The University of Rochester, and The University of Oregon the school is known as the Department of Philosophy and Education. In The University of Pennsylvania, education is a part of the School of Philosophy, as is psychology, as well, the three subjects, however, being given equal rank. In Clark University education is included in the Department (school) of Philosophy and Psychology, and in Brown University it is a province of the Department (school) of Philosophy.

In Bowdoin College there is only a single half-year course in education, and that course is conducted by the professor of English.

In Johns Hopkins University and Vanderbilt University no provision whatever is made for education courses. Chancellor Kirkland, after confessing Vanderbilt's neglect of an important university function, thus expresses his regret: "I am sorry to say that we have no Department of Education, and do nothing for the professional training of teachers. I regret this state of affairs exceedingly, and hope that, before many years, it will be possible for us to show something different."

In each of the colleges and universities where education is yoked with philosophy, *i.e.*, where, to express it mathematically, it is a half-school, or even less, courses in education have the same rank as is accorded other college courses, and,

<sup>1</sup> The University of Illinois, in order to promote efficient administration, is divided into the seven colleges (Literature and Art, Engineering, Science, Agriculture, Law, Medicine, and Dentistry) and five schools (Music, Library, Science, Education, Pharmacy, and the Graduate School). This division does not imply that the colleges and schools are educationally separate. They are interdependent, and form a unit.

therefore, they count toward academic degrees. There has been no report to the effect that education courses are considered inferior or subordinate to those in philosophy. On the contrary, from Oregon comes the rather remarkable testimony that philosophy is, in the university of that state, now subordinated to education, and that this subordination will probably remain undisturbed. Education courses in the group of institutions we have just now been considering are elective, being open usually only to students above the sophomore year. In the Louisiana State University, however, a course in descriptive psychology may be elected by freshmen, while sophomores may elect courses in educational psychology and the history of education.

In the colleges and universities in which there is a school of education coordinate with other schools, such as English, history, mathematics, etc., education professors have the same rights and privileges as are enjoyed by other academic professors. In fact, education, as it is organized in each of these institutions, is considered merely as one of the many schools into which the academic department is divided. Education courses are elective, being offered to students that are, as a rule, of junior rank, or higher. In the state universities generally the completion of education courses, along with prescribed courses in other schools, lead to teachers' certificates, some valid for two years, others for four years, and still others during the life of the respective holders. In each institution in this group education has, undoubtedly, won the distinction and the reputation of a liberal art. It is not dependent upon, or subservient to, any other subject. As Professor Olin, of Kansas University, says: "The School of Education in Kansas University is separate, and has no entangling alliances, is not even (to use a Münsterberg expression) the vermicular appendix of the department of philosophy."

In those institutions in which education departments coordinate with the departments of law and medicine are main-

tained, the regulations concerning organization, administration, admission and graduation are varied. At the Universities of Arkansas, Missouri, Nevada, North Dakota and Wyoming students able to enter the freshman class may be admitted into the department of education. At the Universities of Minnesota and Texas and at Chicago University, Teachers College, of Columbia University, Leland Stanford University, and The University of Cincinnati no regular student below the rank of junior is permitted to enter the department of education. At the School of Pedagogy in New York University graduation from a college approved by the Regents of the New York University is required for admission.

The graduation requirements of the departments of education in those schools admitting freshmen include courses equivalent to those required for obtaining the arts degree. To complete this work requires the usual four years, The University of Arkansas being an exception. In that institution the student is graduated upon the accomplishment of two years' work. In the education departments requiring junior standing for entrance two years' additional work must be successfully done to meet graduation requirements. Among the requirements for graduation from any of the departments of education is included what may be considered teachers' professional courses, varying both with respect to number and time limits.

A graduate of the department of education in The University of Arkansas is given the degree of L. I.; but courses which absolve requirements for this degree may be counted also toward the academic Bachelor's degrees, which may be obtained by an additional two years of successful work. In The University of Minnesota and The University of Cincinnati the B. A. degree is granted to the graduate of the department of education. In Leland Stanford Jr. University and the Universities of Nevada and Wyoming the degree of Bachelor of Arts in Education obtains. In Teachers College the Bache-

lor of Science degree is granted; in Missouri University the degree of Bachelor of Science in Education is conferred; in the University of Chicago arrangements have been perfected to bestow the degrees of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, as well as Bachelor of Education, the requirements for the degree last named being much the more rigorous.

The School of Pedagogy of New York University confers the degrees, Master of Pedagogy and Doctor of Pedagogy. Teachers College, of Columbia University, and the University of North Dakota confer upon education graduates certain teachers' diplomas, which may be considered as quasi-professional degrees.

The organization of the departments in American colleges and universities is by no means uniform; but in each institution where a separate department, or college, of education has been established, it enjoys the same rights, privileges, and powers as are accorded to any other department, or college. The administrative officers of the education department conduct its internal affairs, and the education faculty is represented in the university council, or senate, which deals with general policies.

## 2. *In Some Foreign Countries.*

In English universities comparatively little attention is given to the study of education, the teachers' training colleges having very largely monopolized the field, apparently with the full and free consent of the universities themselves. The Oxford University Calendar for 1903, for example, in its faculty of arts, lists as an Education Reader, Maurice Walter Keatinge, the author of an excellent translation of the *Didactica Magna* of Comenius.

In Cambridge University the late Robert Hebert Quick in 1879 delivered the first lecture on education offered under the auspices of that venerable institution. That year he was employed to deliver eight educational lectures at Cambridge,

the honorarium bestowed upon him being twenty-five pounds. So far as I am informed, the education work at Cambridge since Quick's day has increased from eight lectures a year to a dozen or more. Some additional work in education, however, is done by both Oxford and Cambridge, but my understanding is that it takes the form of extension courses, and that they are not considered worthy of credit toward university degrees.

The University of London for some years has been holding examination for students in pedagogy; said examinations being open to graduates of that institution and of other approved universities. Whether The University of London, under its new management, provides for the teaching of education courses, I have not been able to learn. The student that successfully passes the education examination is granted the "Teachers' Diploma." Preparation for the passing of the examination can be made at the London Day Training College, which is supported by the London County Council, of which John Adams, the author of *Herbartian Psychology Applied to Education*, is principal.

In Edinburgh University, the organization of which embraces the six faculties (we would call them departments), of arts, science, divinity, law, medicine and music, education is assigned to the department (school) of philosophy, which is one of the four departments (schools) of the faculty of arts. For carrying on the work of education there is one professor, who gives a course each in the theory of education, the art of education, and the history of education.

In Glasgow University education is likewise confined to the school of mental philosophy, which is a part of the faculty of arts. The education courses at Glasgow consist of one hundred lectures dealing with the theory, art and history of education.

In St. Andrews, the oldest of the Scotch universities, there is an education professorship, ranking with the professorship

of Greek, mathematics, etc., some subjects, such as French, physiology, political science, being assigned to lectureships.

In Aberdeen University education courses are organized as a lectureship under the aegis of the faculty of arts. In Aberdeen, furthermore, there has been recently formulated a scheme providing for the training of secondary teachers. This work will be open to graduates only and to those who may otherwise satisfy the Senate of their fitness to profit by the training. The course is to extend over a year and, besides lectures, will include discussions, essays and reports upon practical work. Aberdeen grants a diploma in education which presupposes the holding of the M. A. degree.

In German universities education courses, as a rule, are given by professors of philosophy.<sup>1</sup> The *Deutscher Universitäts Kalender*, Leipzig, 1905 (Vol. I.), reports only two full professors giving their whole time to education courses. One of these is an honorary professor and the other is in the theological faculty. In addition to these two full-time professors, there are reported fifteen professors and assistant professors and eleven *privat docenten*, each of whom divides his labors between education and some other subject. There are reported six lecturers, also, making a total of thirty-four men identified with education courses given in twenty-one German universities, in which opportunity to study education is offered.

The German university is organized into the four departments, or faculties, philosophy, theology, law, and medicine, the philosophy faculty corresponding to the American college of arts, or academic department. Up to this time there has been no disposition on the part of educational leaders in Germany to remove education from the position of one of the subjects in the philosophy faculty and to elevate it to the rank of a faculty itself.

In this connection we should not forget that, in Prussia, at least, the professional training of the teacher in the secondary

<sup>1</sup> See Appendix A.

school is promoted by agencies outside the universities. The university graduate, undergoing a protracted and searching examination, spends a year, his *Seminarjahr*, in professional study in an educational seminary organically related with a secondary school which maintains a nine-year course of study. The next year, the *Probejahr*, he serves under constant and expert supervision as an assistant teacher in a secondary school. However great may be the quantity of this training, and however excellent its quality, it is not within the purpose of this paper to inquire. We are now interested in the German university's contribution in this direction. This contribution is described by Paulsen, of the University of Berlin, as follows:

"The third task of the philosophical faculty is to prepare teachers for the higher schools. Here we meet the peculiarity that practically no special arrangements are made for this purpose in the course of instruction; preparation to become a teacher is simply synonymous with the equipment of a scholar."<sup>1</sup>

In the University of Paris education courses are in the domain of the faculty of arts. Until recently, when he was elected Deputy, M. Buisson was in charge of the education work, delivering lectures on Mondays, Tuesdays and Saturdays.

At the University of Bordeaux a professor in the faculty of letters directs the education work. On Thursdays he deals with questions of moral education, on Saturdays he explains pedagogical authors, and on Mondays he looks into the seminar work of candidates for the Doctor's degree.

In Australian universities there is only one professor of education, the Principal of The Teachers Training College acting as an honorary professor in The University of Melbourne and giving extension lectures on education. There is, however, an agitation for the endowment and inauguration of chairs in each of the three large universities of Adelaide,

<sup>1</sup> Paulsen's *German Universities*, p. 416.

Sydney and Melbourne. In each Australian state there are normal schools and a teachers' training college.

In New South Wales teachers may obtain their bachelor's degrees by attending evening lectures at the university, while successful young teachers are sometimes given leave of absence on salary for three or four years to attend day lectures, their university fees being paid for them. In this way they obtain the bachelor's degree; but they must enter into bond for their fees, to be paid should they leave the service within ten years from graduation.

### III. HOW SHALL THE EDUCATION WORK IN COLLEGES AND UNIVERSITIES BE ORGANIZED?

The facts set forth in the first and second sections of this paper are ample evidence that, from the standpoint of the individual, teaching is considered a most important practical function of modern society. Other similar testimony, almost without limit, is easily available. The immense sums of money spent annually upon schools for children, youths and adults in every civilized nation settles the question as to the value set upon the services of the schoolmaster. His labor, as regarded from the civic and the spiritual point of view, also, not infrequently in these later days, receives the highest commendation. This paragraph, taken from an address delivered by President Robert C. Ogden before the Nineteenth Annual Session of the Conference for Education in the South, held in Lexington, Ky., in April, 1906, is fairly representative of the increasing faith of the American people in the far-reaching influence of the men and women engaged in teaching:

"The school teachers of America are the trustees of our democracy. By them our bulwark of intelligence is made strong or made weak. But they are strong as we sustain them, and they are weak as we desert them. When this country realizes its dependence upon, and obligation to the teachers of America, the least appreciated of all who serve society and the State, then will appear the Golden Age. The teacher, not the millionaire, is the hope of the State. The richest man or

woman is the teacher to whom the gratitude of former scholars is offered in affectionate and enduring homage. Such an one has riches that gold cannot buy and an estate that is beyond all risk of fire and flood, earthquake and volcano.”<sup>1</sup>

Along with this respect for the teacher’s work has been developed the conviction that a calling so important individually and socially demands special study upon the part of those preparing to discharge its difficult and delicate functions. This accounts for the fact that teaching as a subject of study found a place in the curriculum of the normal school, an institution founded primarily to prepare teachers for positions in the elementary grades, a purpose by which to this day it is dominated. The universities, furthermore, at home and abroad have given recognition to the study of education because of both its disciplinary and its practical value. It is true, as remarked in the first section of this paper, that there are some people who have not yet accepted the concurrent judgment of educational leaders upon this matter. Such minds, suffering from either too little education or from much misdirected education or from feebleness of imagination or from inability to comprehend or to love new truth, are not such as need to be addressed in a paper of this character. If it be admitted that the modern university is under bond to preserve, propagate and extend all forms of learning that minister to the welfare of the several professions in which men are engaged, it is certain that the profession of teaching should not be overlooked, for it is one which, as old Mulcaster said away back in the sixteenth century, “maye not be spared.” But, surely, we may consider it no longer necessary to debate the question whether teachers should make special preparation for their work. “Train your teachers,” says an English writer, “has long been the cry. . . . But the task of crying in the wilderness is a pleasure compared with fighting with wild beasts at Ephesus; in other words, the chief difficulties in connection

<sup>1</sup>*Southern Educational Review*, October, 1906, pp. 10-11.

with this side of educational progress arise only when actual schemes are under discussion."<sup>1</sup> Let us now consider some of the more important features in the organization of this work in college or university.

In the first place, in view of the evidence already submitted that education is, in point of difficulty and dignity, the peer of law or medicine, it seems certain that it should enjoy the benefits of that organization which is granted to the professions already thoroughly established. In America the professional college, or department, is granted an organization distinct from, and independent of, the college, or department, of arts. It is precisely this recognition which education is now vigorously striving to obtain throughout the country, a recognition which the signs of the times indicate will be achieved within the life of men now members of this association. It was during the nineteenth century that the professional education of the lawyer and the physician was scientifically organized, and was raised to the plane of efficiency and respectability; one of the most important duties of the twentieth century is to perform a similar service with respect to the professional education of the teacher.

The advantages of organizing the teacher's work into a department, or college, are numerous. Only some of the more important of these advantages can, at this time, be noted. It is obvious that the department organization at once registers in the most authoritative and effective way the university's conviction that teaching is, indeed, a profession worthy to rank with other professions, and, consequently, worthy of the loyalty and best service of men of talent and determination. The force of this contention is, by some people, lightly esteemed; but even casual investigation reveals the fact that universities have uniformly exercised powerful influence in molding educational public opinion, and that, in no former century, has that influence been so widespread and effective as it is to-day.

<sup>1</sup> Adkins in *Westminster Review*, February, 1905, p. 177.

Another desirable result from the department organization is to add to the student-body of the university a large number of serious-minded, capable students, the influence of whom, for reasons over and above mere increase of attendance, is not to be despised by professors and administrative officers.

A third benefit, and one not easy to overestimate, is that the department organization develops in prospective teachers an *esprit de corps*, or, as the sociologist would express it, a kind of class consciousness. Any one familiar with college life will testify to the value and vigor of that species of college spirit engendered by the common interests which bind together all the students of a department. As long as the education student remains in the college of arts he is simply an arts student, and he either fails to manifest any sense of professional spirit at all, or, making the attempt to do so, he soon finds that he is "lone wandering, if not lost." The love of one's profession (it is but a truism to remark, but even truisms in education are sometimes called in question) determines in large measure the degree of his consecration to its service, as well as the character of his achievements therein. The world, looking on, makes up its verdict concerning any profession precisely in accordance with the judgment which the profession makes of itself. If the college plan of organization should lead teachers to magnify their own office, not by word of mouth only, but also by dignified professional conduct, that consummation alone would justify such organization.

Again, the department of education, vigorously and generously administered, guarantees the certainty of reproducing in large geometrical ratio university scholarship and ideals, for the very nature of the teaching function itself constitutes every one that exercises it a prophet and a priest of learning. The dignity of the professional department appeals emphatically to ambitious and gifted men and women, upon whom, as teachers, more than upon any other or all other classes of students, the university must depend in the discharge of one

of its greatest duties, the duty of fostering educational progress. Have we not, then, substantial grounds for rejoicing when we are reminded that the modern university is resuming the function of educating teachers, a function which was regarded as fundamental by the mediaeval university, crowded as it was with men eager to learn and afterward to teach?

Among the questions demanding consideration none is more important than the question of requirements for admission into, and graduation from, the university department of education. With respect to one thing there should be no disagreement—university standards should be maintained. No professional school should have the right to bestow the honor of university graduation upon students for the completion of courses of instruction inferior as to time-limits or as to the quality of work required. Those universities that are conferring teachers' degrees upon candidates of only junior rank are pursuing a mistaken policy, whether it be regarded from the point of view of the university or from that of the professional teacher.

It is perfectly clear, also, that graduation requirements should include a liberal number of courses in education. Professional insight and spirit are plants of slow growth, and can scarcely be developed beyond the embryonic stage, much less to maturity, by only one or two three-hour-a-week courses for a semester or two. At least two-thirds of the required courses of the average medical college is strictly professional, the remaining one-third being more or less closely related to medicine. In the usual college of law nearly all the courses are of the professional type. So, too, if we believe that the instruction of teachers along professional lines is necessary, we should show our faith by our works, and should require it in sufficient quantity to accomplish professional results. Awaiting the manifestation of such faith, we may reasonably expect the United States Commissioner of Education, in his annual reports upon professional education, to continue to furnish

comprehensive accounts concerning law, theology, medicine, dentistry, pharmacy, and veterinary medicine, and to make teaching conspicuous by its absence from the list of professions meriting his attention. The opinion is here advanced that, as a minimum, there should be required for graduation five professional courses, the time-requirement of each course being three lecture-hours a week throughout the academic year. Certain academic instruction may, furthermore, be regarded as quasi-professional. Any subject in which the student is specializing and in which, after graduation, he himself will instruct students, rightfully belongs in the professional category. Just as the lawyer-to-be studies law which he will later use in his practice, so the education student that is to become a teacher of mathematics, say, pursues arts courses in that subject in order to acquire not only academic, but also professional, culture. This peculiarly intimate relationship of the education with the arts department, a relationship not enjoyed so largely by other professional departments, is understood none too well. It, therefore, seems expedient to say with emphasis that the proper organization of a department of education makes ample provision for the prosecution of academic courses as no small portion of the teacher's professional equipment.

It may seem idle to suggest that the strictly professional courses should bear the unmistakable stamp of university thoroughness; but occasionally one hears, even from unsuspected sources, that these courses are wanting in more than one vital particular. For example, President Ament, of The State Normal School in Warrensburg, Missouri, in an address delivered before the Southern Educational Association in November, 1905, thus delivered himself of rather positive convictions concerning pedagogy in American universities:

"Barring, possibly, the work of Stanley Hall, at Clark University, little or no real university work in education has been done in our country. The work at Columbia University is too much on the order of the normal school to measure up to the standard we have in mind. The departments of education in some of our universities are sorry af-

fairs. They deal out a sort of quasi-educational philosophy, tinctured with a mild infusion of pedagogy of very doubtful value, doing on the whole work far inferior to that of our best normal schools. I do not know what DeGarmo is doing at Cornell, but I believe, if his hands are not tied, he will eventually create a university faculty of education that will accomplish work in this greatest and most serviceable of all departments that will measure up to university requirements—a faculty under whom experienced teachers could study with real profit—a faculty whose publications would be sought by thinkers throughout the educational field. As students in such a department none but experienced teachers or normal graduates should be admitted."<sup>1</sup>

Though President Ament's verdict as to pedagogy in our universities may be open to drastic criticism, yet his declaration as to the insufficiency and inefficiency of our work would be endorsed by not a few people to-day connected with American institutions of learning. Our best reply to such attacks is to see to it that our education courses "make good."

Somewhat foreign to this discussion is the question of what professional courses should be offered to education students, and what ones should be required of them. This question is of sufficient magnitude and importance to be the theme for a separate paper to be discussed by The Association of College Teachers of Education. Let me dismiss the question here by calling attention to what is reported from many quarters as a great defect in our education work, *i. e.*, to the failure to furnish opportunities for systematic observation and practice under competent supervision. Dr. Frank McMurry, in answer to question 6 of the questionnaire (see Appendix B) makes a special application of the doctrine that, in education, training enters as a necessary element, a view held by Aristotle and by Plutarch when they maintained that, in human development, the three factors, nature, habit, and reason, are to be taken into account.

The academic attainments to be exacted of the candidate for entrance into the education department are yet within the

<sup>1</sup> Proceedings of *The Southern Educational Association*, for 1905, pp. 114-115.

region of debate. The University of New York would make a Bachelor's degree the prerequisite, which is, essentially, Prussia's policy with respect to teachers of secondary schools. I am convinced, however, that, if this be the ideally correct policy, American universities, particularly those under state control, are not yet ready for its inauguration. Our graduate departments are still in their infancy, and the number of graduate students is small. The task before the state university to-day is to give to the country annually many teachers qualified for high-school positions, for principalships, and for superintendencies of schools, and successful in a superlative degree would be the accomplishment of that task if only education graduates of the bachelor's rank were employed in those positions.

By some, including Professor Hill, of Missouri University, and Professor Bennett, of the Louisiana State University, it is believed wise to admit freshman students to education courses. (See their answers to question 6 of the questionnaire, Appendix B.) Still others are of the opinion, which is the prevailing one, that only students of junior standing or higher should be permitted to enter upon the study of education. There is not wanting argument in behalf of each of these views; but the matter is yet among the many educational problems that are awaiting solution.

Again, what degree or degrees should be granted by the department of education is one of the vexing questions invariably arising when effort is made to formulate regulations which designate and control the functions and relationships of that department. It has already been pointed out that uniformity as to the bachelor's degree to be conferred upon education students does not obtain. In some institutions the Bachelor of Arts degree is bestowed; in other universities Bachelor of Arts in Education, Bachelor of Science, Bachelor of Science in Education, Bachelor of Pedagogy, Bachelor of Education, and Licentiate of Instruction, respectively, are the

badges significant of the teacher's professional culture. Which of these degrees, if any of them, is to be preferred?

In answer let us eliminate at once from the discussion the contention, not infrequently made, that the whole degree-granting system should be abolished. That system right or wrong, is thoroughly engrafted upon university organization, and its overthrow is a matter of concern only to minds that revel in the region of pure thinking. Another elimination, it seems reasonable, should be made, viz., that no purely academic degree should be shared by the Arts Department with a professional department. This second elimination is, of course, debatable; but, taking the situation as it is to-day, it seems the part of practical wisdom to freely admit that, though the boundary line between academic and professional culture is, at least, variable and, at times, indistinct, academic degrees belong only to the college of arts, which, it is commonly believed, functions for the sake of general culture. The conclusion, therefore, is unavoidable that a degree having professional significance be set aside for education students. Because of the intimate relations existing between the education department of the college of arts, to which reference was made above, because of the fact that education courses, certainly in the main, may themselves well be considered as arts courses, and because of the additional fact, that by far the greater portion of the teacher's professional education is along academic lines, it is not unreasonable to grant to the teacher a degree in which the term *arts* should be included. The opinion, however, has already been advanced that a professional term should likewise characterize the degree. It is, therefore, recommended that the degree of Bachelor of Arts in Education would fairly represent the two elements of culture, academic and professional, a recommendation made also by Prof. Bolton, of Iowa University. (See Appendix B.) Unquestionably the tendency in the American college world is toward a single Bachelor's degree for academic students, that

is, the degree of Bachelor of Arts, which, in the English-speaking world, has long been the badge signifying a liberal education. It is for this reason that the degree of Bachelor of Arts in Education is to be preferred to Bachelor of Science in Education.

Lack of time forbids a discussion of the advanced degrees that should be conferred upon education students. Reasons for favoring the degrees of Master of Arts and Doctor of Philosophy, and others, equally valid, perhaps, in behalf of Master of Arts in Education and Doctor of Education, could easily be found. The question, however, is passed up for consideration, if it be deemed advisable, at the approaching meeting of our association.

One other matter, which I shall scarcely more than mention, is that all students seeking preparation for teaching be required to elect their courses in conference with some member of the education faculty. It would be advisable, in fact, that even a freshman whose intention it is to become a teacher, should elect his entire college course with the advice and consent of the department of education. This policy now obtains in the University of Texas.

In the foregoing discussion no attempt has been made to define the relations which a school of education should bear to other schools and to the various departments, or colleges, of the university. To determine such relations would be exceedingly easy, indeed. There is little, if any, doubt that under such conditions, education should be considered as one of the arts, and therefore should have such standing as is accorded any other of the arts schools. Though the argument herein-before submitted, has been, I trust, sufficiently clear and ample to show that organization as a school is, under the present circumstances, neither wise nor just, yet local conditions may, of necessity, at times dictate such organization. Where only one professor of education can be employed, it is beyond reason to expect him to conduct the minimum number of courses

which should be required of all students aspiring to graduation from the education department.

To recapitulate : In the foregoing discussion attempt has been made to establish these general propositions :

(1) The education work in the university should be organized as a department coördinate with other professional departments.

(2) The education department's requirements for admission and graduation should, at least, not fall below similar requirements in other departments.

(3) Both the academic and the professional work required of education students should be respectable as to quantity and quality.

(4) The Bachelor's degree to be conferred by the department of education should be the Bachelor of Arts in Education.

(5) The university courses of all prospective teachers should be chosen under the direction of the department of education.

A word now, in conclusion, as to the future of our work. While the world is gradually coming to the appreciation of the great truth, that education is conscious evolution, it must be the one comprehensive purpose of the university movement for the professional education of teachers to give emphasis to the conscious, or voluntary, element in the process. That movement, in order to deserve and to secure the most liberal encouragement, should not strive to erect colossal joss-houses for the idolatrous worship of pedagogy ; it should not be the means of encouraging professional phariseeism among teachers ; and it should not seek to establish organizations conspicuous on account of merely external proportions. On the contrary, it should clearly demonstrate its consecration to the twin causes of genuine learning and rational teaching ; building upon the

wisdom of the past and conserving that of the present, it should extend modestly, but surely, the confines of the knowledge of education; and, finally, it should contribute its reasonable service in the working out of what seems to be the will of God in the spiritual disenthralment of our modern democratic society.

W. S. SUTTON.

*The University of Texas.*

## APPENDIX A.

Education in German Universities for Winter Semester 1905-1906,  
from *Deutscher Universitäts Kalender*, (Vol. I), Leipzig, 1905.

University	Title of Instructor	Name of course with number of hours per week
Berlin	Prof.	Pedagogy (4).
	Hon. Prof.	(1) School supervision (2). (2) Pedagogical Colloquium (1).
	Priv. Doc.	Outline of a system of pedagogy and presentation of most important Pedagogical systems since 16th cent. (2).
Bonn	Priv. Doc.	Education and instruction in the 19th cent. (2).
	Prof.	History of pedagogy (2).
	Hon. Prof.	Gymnasial pedagogy (2).
Breslau	Priv. Doc.	Practical directions for carrying out simple experiments (3).
	Prof.	Theory of pedagogy (1).
	Priv. Doc.	Pedagogy and child psychology with introduction to history of pedagogy (4).
Freiburg	Appointed Docent	Evolution of higher schools in Germany in 19th century; methods of teaching German; practice teaching (?).
Giessen	Prof.	Elements of didactics and methodology of instruction (2).
	Prof.	Mental life of the child (1).
Göttingen	Lecturer	The teaching of modern languages in Gr. Britain (1).
	Priv. Doc.	(1) Physics in the higher schools (2). (2) Exercises in the construction and use of physical apparatus (3).
	Asst. Prof.	Hebrew grammar, comparative study for future teachers of Hebrew (3).
Halle	Hon. Prof.	(1) Introd. to pedagogical classics of 18th and 19th centuries (1). (2) History of pedagogy since close of middle ages (2).
	Priv. Doc.	(1) General pedagogy (with reference to experimental didactics) (3). (2) Experimental psychology for teachers (?).

University	Title of Instructor	Name of course with number of hours per week
Heidelberg	Hon. Prof.	(1) History of education, of instruction, and of pedagogical theories (2). (2) Readings in pedagogical classics (1).
	Appointed Docent	Practical pedagogical exercises (2).
Leipzig	Prof.	(1) History of pedagogy (3). (2) Philosophical-Pedagogical seminary (1½).
	Prof.	(1) Pedagogy and its history (5). (2) Pedagogical seminary, (a) practical exercises (b) visits to educational institutions (1).
	Asst. Prof.	(1) Pedagogy of higher schools (2). (2) Practical pedagogical seminary (2).
	Asst. Prof.	Lectures and exercises in the pedagogy of chemistry (5-6).
	Priv. Doc.	Sciences subsidiary to psychology (Physiology of sense organs and of the brain, mental diseases, psychology of development) (2).
	Appointed Docent (?)	Pedagogical seminary for teachers of agriculture (in connection with Agricultural Institute) (?).
Marburg	Prof.	(1) History of pedagogy (3). (2) Pedagogical studies in Herbart and his school (2).
	Priv. Doc.	Child psychology and experimental pedagogy (1).
Münster	Prof.	History of modern pedagogy (3).
Strasburg	Lecturer	Education in England (in English language) (1).
Jena	Hon. Prof.	(1) Herbart's life and teaching (1). (2) Special didactics (3). (3) Pedagogical seminary (?).
	Priv. Doc.	Herbart's general pedagogy (2). Practice school (elementary grades) work with 2 fellows as assistants. (?)

#### SUMMARY

Regular full professors giving whole time.....	0
Honorary professors giving whole time.....	2
Total number of professors and asst. profs. giving part time..	15
Number of privat docenten (part time).....	11
Number of lecturers and others.....	6
Total number engaged in giving any work in education in 21 German Universities .....	34
Note.—No work in pedagogy was announced for the Winter Semester 1905-06 in Erlangen, Kiel, Königsberg, Munich, Rostock, Tübingen, and Würzburg.	

## APPENDIX B.

Answers to questions 5 and 6 of the questionnaire, calling, respectively, for historical data concerning the evolution of the professional education of teachers in American colleges and universities and for ideal and practical plans for organizing the education work therein.

From Dr. E. F. Buchner, of *The University of Alabama*.—"5. In 1899 the University established an Instructorship in Pedagogy and Psychology, which continued as such, and was made the School of Philosophy and Pedagogy in July, 1902, the previous instructor being made a full professor. In January, 1903, the name was changed to that obtaining at present, *viz.*: School of Philosophy and Education. In September, 1903, the work of the school (*i.e.*, courses offered) was increased nearly 100% and differentiated under the heads of philosophy and education.

"6. I hesitate to sketch an 'ideal' plan for the work in education under the present widely varying ideals and practices of the old and the new institutions. That plan, however, which attempts merely to teach academically the now well-differentiated 'professional' subjects related to education is excellent for a wedge-like introduction of education as a science, and of teaching as a distinct office in modern life; but is certainly not ideal in the more immediate design of training teachers for their future work. I sometimes doubt whether the college should attempt to do too much 'professionalization' in the matter of teaching, when experience among schools has left the other forms of professionalization to the strictly professional schools as such, such as law, medicine, etc."

From Dr. W. S. Johnson of *The University of Arkansas*.—"6. I am not in sympathy with the Bachelors of Pedagogy, Masters of Pedagogy, etc. It seems to me that where colleges have the elective system students might take the B. A. degree with major in Pedagogy as in other branches. It seems to work well here. Then, too, if you will look at pp. in catalogue, you will see that the L. I. is so arranged that the course can be taken in two years and with two years further study one may take the B. A. degree. I observe that many, and in fact most of my students, are doing that. With a sufficient Pedagogy force, one could then offer additional courses above that required for the L. I. and allow students to take their major in Pedagogy. As it is here when students complete the L. I., they take the major in some other department.

"My idea is to make the Department of Education coordinate with the other departments of the University and conferring such extra certificates on those who take the required work so that it will show what work has been done along that line, and yet make the B. A. or B. S. stand as it always has stood for general culture."

From Dr. Alexis F. Lange, of *The University of California*.—"5. The principal facts are: The establishment and organization of the department in 1892 and the calling of Professor E. E. Brown to the new chair. At present the faculty consists of five (six) men, of whom one supervises the practice teaching of candidates, while another gives half of his time to visits to the high schools of the state in the interest of the accrediting system. It should be added that the head of the department of education is *ex-officio* a member of the State Board of Education, which controls the certification of teachers. It may be added also that the University of California no longer prepares teachers for elementary grades.

"6. Perhaps the best idea of what we are trying to realize here can be given by sketching the career of an individual student. Until the bachelor's degree is obtained absolutely no distinction is made—or should be made—between him and other students. Of course in view of the future career the student elects—usually in his senior year—a course or two in the theory and history of education. If he looks forward to supervision or a university career he is likely to make such work the main part of his study-plan. By the time the ordinary candidate for a Teacher's Certificate graduates his case stands thus: *a*. He has about 40 units<sup>1</sup> of college work in at least four of the usual high school subjects, i.e., he has taken the courses required of all students in the academic department. *b*. He has at least 36 units of third and fourth year work along at least two lines. *c*. He has at least one subject that has been studied for four years at the rate of three hours a week.

"Now he enters upon the year of graduate work required by law. This is the professional year. During this year he takes the more technical courses and gets his practical introduction to the work of teaching. At the same time he *must* take at least one bona fide graduate course in some other department than that of education. By this course is measured his academic of scholarly maturity and proficiency. On the recommendation of at least one academic department *and* the recommendation of the department of education, the University issues its recommendation, whereupon the City and County Boards issue the certificate.

<sup>1</sup>One hour a week for one semester=1 unit.

"The amount of pedagogical training required by the State Board is at present 12 units, or about a semester's work. This requirement will doubtless be increased somewhat as soon as more than one year of graduate work can be required.

"The part of our plan that is as yet unrealized is a model state high school on or near the University campus, managed for the state by the Regents of the University, its educational policy being determined by the requirements of the State Board, of which the head of the department of education is a member. At present the practice teaching and observations are attended to by arrangements with the local municipal schools about the Bay of San Francisco.

"I cannot hope that these hurried scraps will give a very clear notion of our aims and measures. At any rate they should be read in connection with the statements made in our Register and Announcement of courses."

From Dr. E. P. Cubberley, of *Leland Stanford, Jr., University* :—  
"5. Founded in 1891, on opening of the University, as a full department. Has remained so ever since. The full professors have been: (1) Earl Barnes. (2) Edward Howard Griggs. (3) E. P. Cubberley.

"6. To begin at Junior year as a professional department, same as law and other professional work. To pre-suppose two years of college work. Then give about 20 hours to 30 hours of major work for graduation, and advanced work for a higher leadership. Department must be independent as a department."

From Dr. Sanford Bell, of *The University of Colorado*.—"5. Previous to 1901 the work in Education was incidental to that done in Philosophy. In 1901 the work was given to two Professors, one in *Philosophy* and one in *Psychology and Education*. In 1903 it was given to one Professor in *Philosophy*, one in *Psychology and Education*, and one in *Education*, and three assistants, adding courses as the force increased. 1904 the State Preparatory School and the City Public Schools were affiliated with the Department for Practice Teaching purposes, the Head Master of the Preparatory School receiving the title of Director of Secondary Practice Teaching, and in 1905 the Principal of University Hill Public School was made assistant in Education (1906 Instructor) and Director of Elementary Practice Teaching. Course in Practice Teaching is 5 hours through one semester. This arrangement is working nicely."

From Dr. W. F. Yocom, of *The University of Florida*:—"5. This is only the second year of the institution under its present name and organization. The University of the State of Florida is the successor,

so far as *male* students are concerned, of the Florida Agricultural College, the East Florida Seminary, the West Florida Seminary, the State Normal School, and several other institutions, all of which made some efforts to prepare teachers.

"This is the first year of the present arrangement. The chair of Education has just been established.

"We offer three courses:

"(1) The full college course leading to the degree of Bachelor of Arts.

"(2) A two years' college course preparing students to pass the scholastic examination for *State Certificate*.

"(3) A short sub-freshman course to qualify for county certificates.

"No academic degrees or certificates are issued by the University except to the students who complete the full four years' course."

From Dr. T. J. Woofter, of *The University of Georgia*.—"6. I believe that a *department* of education (as you use the term 'department') in the University would be better than a mere *school*, although I might reverse the terms. In many ways the 'department' plan would be much more effective. I think that as rapidly as the colleges and universities can furnish the additional teaching force necessary, the work of education ought to be expanded into 'departments,' and this work lead to the ordinary degrees A. B. and B. S., possibly to A. B. in Education and B. S. in Education, and to permanent license to teach."

From Dr. E. G. Dexter, of *The University of Illinois*:—"5. The Department of Pedagogy was established at the University of Illinois in 1891 by Professor Frank McMurry, now of the Teachers College of Columbia University. He remained but one year and was then followed by Professor Charles A. De Garmo, now of Cornell University. His stay was brief, scarcely more than a year, going to Swarthmore College as its President. There was at that time a year when there was no Professor of Pedagogy, the work being given, as much as there was of it, by Professor W. O. Krohn of the department of Psychology. About 1896 Dr. W. J. Eckoff was appointed Professor of Pedagogy for one year, being followed by Arnold Tompkins, who left in 1899 for the presidency of a normal school. The position was vacant for the year 1899-1900. September, 1900, E. G. Dexter was appointed Professor of Pedagogy. In 1901 the title was changed to Professor of Education. In 1905 the School of Education was organized with Professor Dexter as its Director.

"6. It would be impossible to say what the best plan of organization of education in college universities would be, since the latter differ so much among themselves. I am sending you under separate

cover a copy of the Announcement of our School of Education. It shows practically my opinion of what ought to have been done here with us. It, however, is but a step in the direction of a more elaborate organization which, for certain reasons, could not be had at the time this was made."

From Dr. J. H. Tufts, of *The University of Chicago*.—"5. There is a brief statement regarding the origin of the School of Education in the pamphlet sent. To this I may, however, add the following:

"At the organization of the University in 1892, provision was made for a Professorship of Education in the Faculty of Arts, Literature and Science. Other instructors were added, and the work more definitely organized in 1894. For a time it was a distinct Department, although it had the same Head as the Department of Philosophy. With the organization of the School and College of Education about 1900, the separate Department of Education in the Faculty of Arts, Literature and Science was abandoned,—the Professors of Education were on the one hand attached to the Faculty of the College of Education for undergraduate work, and on the other placed on the staff of the Department of Philosophy for graduate work. Inasmuch as the Director of the School of Education was also the Head of the Department of Philosophy, unity of organization still maintained. At present, however, as there is no Director of the School of Education, there is no official unity, although there is harmonious coöperation.

"6. I suggest as a plan of organization of educational work in colleges and universities something like the following: Graduate work should be organized in such a way as to relate it closely to the other graduate work of the institution in Arts and Science. The reason for this is that the spirit of research is best secured in the atmosphere and under the general conditions of such graduate work. Superintendents, teachers of Education in colleges, investigators in the fundamental problems of Education need to acquire the scientific spirit of training which can be had only under such conditions.

"For the undergraduate work, which would include most of the work done in the preparation of teachers for elementary and secondary schools, there should be close relation between the academic departments of Languages, Mathematics, Science, etc., and the corresponding departments in the professional school. While for progress of emphasizing the pedagogical standpoint a distinct organization and the presence on the staff of men who are selected not only for their knowledge of the subject matter but also for their interest in the problems of presentation is desirable, it is equally important that these instructors should be in close relation to the academic departments and regarded

as actual members of these departments with that specific duty. In selecting instructors and planning courses the two points of view should be consulted, viz., that of the head of the academic department, who is interested primarily in subject matter and its investigation and presentation, and the point of view of the director or dean of the educational work, who is interested in the professional aspect.

"The relations of the graduate work in Education to that of the undergraduate work should of course be one of coöperation. Ideally the same man should be, if not the administrator, at least the educational director.

"I do not see any difficulties about putting into effect such a plan as this, and so I do not think it necessary to make a distinction between the ideal plan and the practical plan which you mention. The only difficulties in the way of such a plan would be the personal difficulties. Some heads of departments might feel little or no interest in the problems connected with the teaching of their subjects, and therefore would not coöperate in such a scheme. On the other hand, some teachers of Education might not have sufficient breadth to coöperate with the various members of the university faculty. But of course personal difficulties of this sort may arise in the case of any scheme."

From Dr. Walter D. Scott, of *Northwestern University*.—"5. In 1888, about twenty of the members of the graduating class, who were intending to teach, requested Professor Fisk to give instruction in the principles of teaching as applied to certain high-school subjects, and through two-thirds of the year, met him for lectures and readings and discussions, one hour a week, no provision being made or requested for any credit towards graduation.

"The interest developed led in the following year to a catalogue announcement of a two-hour course through the year. In 1891 the work was further expanded to embrace two courses to be given by Professor Fisk in alternate years, one of the history of education, and the other on the principles of education. In 1898 these courses were expanded to three hours per week each. In 1900 Dr. Walter D. Scott became instructor in Psychology and Pedagogy, and Mr. Edwin A. Greenlaw, A.M., became instructor in Pedagogy, and four additional courses were provided, adding eight hours per week. In 1901, Dr. Walter D. Scott became assistant Professor of Psychology and Pedagogy, and the work provided continued the same as in the preceding year. In 1905, the department was designated as the Department of Education instead of the Department of Pedagogy. Dr. Walter D. Scott became associate Professor of Psychology and Education,

and Dr. Walter Libby became assistant Professor of Education, and three additional courses were offered, making now in all, twenty hours per week."

From Dr. John A. Bergstrom, of *Indiana University*:—"5. 1852 establishment of Normal School in connection with the University for preparing elementary teachers. It included a 'professorship of didactics.' Professor Daniel Read was incumbent. There was a 'model school' with D. E. Hunter, principal. School was abolished in 1858; reorganized six years later; closed after a few terms; reorganized again 1868 under Professor Hove; closed in 1873. Work was incidental and unsatisfactory.

"1880. Com. W. T. Harris gave a brief course.

"1886. *Department of Pedagogy* established. R. G. Boone, Professor. From now on work was directed from the point of view of University, not normal school altogether.

"1893. Resignation of Professor Boone and department placed under care of Professor W. L. Bryan, Professor of Philosophy.

"1902. Department of Education was again made independent, with the writer as head of the department.

"6. The present plan here for organization and administration is good enough for doing the work needed. I am much more concerned with the improvement of the course, the securing of facilities for observation and practice, and with the development of the correct public opinion regarding the work of the department, than about any changes in the organization of it.

"However, the advantages from the 'School of Education' organization need not be merely nominal and fictitious. It could with proper care be made to give certain advantages, but it does not at present seem to me to be desirable to urge any change. If it should mean merely developing a higher grade normal school I might even prefer the present academic standing."

From Dr. F. E. Bolton, of *The University of Iowa*:—"5. A history of the Department of Education of this University may be found in Luckey's 'Professional Training of Teachers,' pages 65 to 71. A statement is made there on page 71 concerning the degree of Bachelor of Didactics. This degree will be abolished after 1907. Consequently no special degree will be offered unless we organize a college. In that case I shall be in favor of giving the degree of Bachelor of Arts in Education.

"6. I believe ideally that all our state universities ought to have a college of education coördinate with law, medicine, and engineering. The very fact of the organization of such a college would emphasize

the dignity and worth of the work. I believe that the regular degree of Bachelor of Arts with the appendage in Education would be better than a degree entirely distinct. I believe so for the reason that most university students prefer a regular collegiate degree, and if they were to receive something entirely different they would regard it inferior. Each college of education ought to have the following faculty at least: A dean, who would be also a regular professor. At least three full professors and as many instructors as needed, all of whom would give their whole time to the professional work.

"Then the work in methods might well be distributed among the different departments having subjects which are represented in the high school. I doubt whether instructors from other departments ought to be accepted unless they have special interests in secondary school work and in the professional side of teaching. Methods in a given subject ought not to be mere academic work given a professional title. I know that frequently occurs. For example, many teachers courses in Latin are merely given that title in order to attract students. The work is simply additional reading of Cicero, Vergil, Seneca, etc. and not at all professional.

"One caution which I believe should be thrown out regarding the organization of colleges of education is a caution against withdrawing too far from the college of liberal arts. While the college needs its own organization, it should be closely attached to the college of liberal arts. This organization should differentiate it from the ordinary normal school which is so illiberal and narrow."

From Dr. A. S. Olin, of *The University of Kansas*.—"5. The constitution of the state provides for a normal department of the university; such a department was established in 1876, but was closed in 1885, at the demand of the state normal school. In 1893 a law was passed granting state certificates to graduates of the university who should pass the state examination in five professional subjects. In the fall of that year I was employed as instructor in pedagogy, in order that the students might properly qualify for the state examination, and the subjects prescribed were allowed to count toward the first academic degree. The next spring (1894) the department of pedagogy was created, and I was placed in charge with the rank of associate professor. In 1899, the legislature passed a law which made the state examination unnecessary for university graduates holding the university teacher's diploma (20 hours in special subject, 12½ hours in education, 5 hours above graduation requirements, scholarship grade II or higher), and the Regents raised the head of department to rank of professor of education. This is the present status. The growth

of the department has added an assistant professor and a fellow to the teaching force of the department (the high school visitor has the title Professor of Education, but does no teaching work). In 1893 the work in education began with seven students; the annual enrollment of different students now approximates 125. The courses allowed for credit (work on branches required in the college graduates' state examination) totaled five semester hours in 1893; now forty-two semester hours of credit toward academic degrees are allowed the department of education.

"6. In my judgment an ideal plan would be to have a teachers' college with a four years' course as one of the schools (departments, as you call them) of the university, a faculty not large, but unusually efficient, a standard course, requiring at least fifteen hours in Pedagogy, and in addition manual training and domestic science, leading to the degree B. S. in education, so articulated with the college of liberal arts that the A. B. graduates would be required to spend not less than a half-year, not more than a year in teachers' college to receive its degree and certificate. This plan seems to me sufficiently conservative to enlist the energies of our society to bring to pass very soon, as there are already nearly a dozen such plants now in successful operation."

From Dr. C. J. C. Bennett, of *Louisiana State University*.—"5. At the instance of the State Superintendent, the President of the University a year ago decided to institute such work for the purpose of supplying the state with people who were older, had more academic scholarship, and better professional training than the Normal School was giving, in order to meet the needs of high schools, etc. The first year, that is last year, I was occupied chiefly in meeting the teachers of the state, visiting schools, etc., in order to understand the situation better, and accordingly shape my work for the schools.

"6. Much of the educational work should be elective, so that it may be taken by many who have no purpose of teaching, and indeed the work should be freed from its present narrow implication and professional character, in all the schools which do not have regularly organized teachers' colleges. Again, the University as well as the Normal should have some means for practical experience, a laboratory comparable in principle to the machine shop for applied mathematics, and lastly, there should be a backbone of positive knowledge, of some definite subject, running through the whole course, that the student may come to know one thing well, may have acquired the practice of scientific method, or the method of the modern student, and so will have

the student's as well as the teacher's and the theorist's point of view for solving educational questions."

From Dr. Paul H. Hanus, of *Harvard University*.—"5. Courses in education were first offered at Harvard University in 1891, and in that year the courses could not be counted toward any degree. There was only one teacher in the department, and he had the rank of assistant professor. There is now one 'full' professor, one assistant professor, and one assistant. The students in the department have always been and are now chiefly seniors and graduates, although juniors attend the introductory courses, and are welcomed there. The technical courses are for seniors and graduates only. The advanced courses (technical courses) are open, under certain restrictions, to Radcliffe College seniors and graduates; and two of our introductory courses are repeated at Radcliffe College. In one of our courses, 'Education 3, Section II,' opportunities for practice teaching under our general direction are offered to properly qualified students in the high schools and upper grammar school grades of Cambridge, Newton, Brookshire, and Medford—all within easy reach of the University. Each student teaches some one subject or class for about half a year, taking entire charge of the class during that time. This practice teaching is preceded by a long period of observation in all grades from the kindergarten through the high school, and the reports on this observation are discussed weekly. This year, 118 Harvard students (men) and 65 Radcliffe students (women) are registered in our courses in education. Of the Harvard students 52 are graduates, and 22 are seniors."

From Dr. Wm. H. Burnham, of *Clark University*.—"5. The courses in education in this University were begun in the academic year of 1890-91. Some suggestions in regard to the aim and character of the work attempted may be gained from an article published by me a few years ago, 'Education as a University Subject,' *Educational Review*, October, 1903; and also in the report of the Department of Education in the volume of Proceedings of the Tenth Anniversary of Clark University.

"6. The ideal plan for organizing the educational work in colleges and universities is suggested in part by the article in the *Educational Review* just referred to. The ideal is to have a separate school of education organized coördinately with the professional departments of law, medicine, etc. Certain culture courses in education should be given in the university curriculum as electives. In the special school of education the course should include the history of education, treated in a broad way, considering educational movements in their genesis and

social, and political, and ecclesiastical relations; the study of development in the child and in the race; of educational psychology; modern school hygiene, including the hygiene of instruction and mental hygiene; the organization and administration of education; and a certain amount of practical training in a practice school connected with the university.

"6. The plan to be adopted under present conditions must be determined by local conditions. It is desirable that the work should be given in connection with a university, and that practice schools should be connected with the university when practicable, but, most important of all, what courses are given, whether in the philosophical department of the university or in a separate school, should be thoroughly scientific courses presenting the solid nucleus of fact that now exists in the field of education."

From Dr. A. Ross Hill, of *The University of Missouri*.—"5. Normal School established in 1867 as department of the University. Later standard was raised to equal those in arts and one chair of Education was maintained. In 1904 the present Teachers College was organized.

"6. I regard the plan we have adopted in this University as the ideal plan, and though we cannot realize our ideal complete at once we think it better not to adopt another form of organization which could never be ideal. I have felt that two plans were open to me here.

First. The one we have adopted, whereby the Teachers College offers a four years' course to high school graduates and graduate work for college graduates. The practice teaching counts for credit towards the degree of B. S. in Education, and so do the technological courses, as Manual Training, Free-hand Drawing, Music, Home Economics and Physical Education. The representatives of academic subjects in the Teachers College offer freshman sections which serve as model courses for high school teachers, inasmuch as freshman and sophomore work in our universities to-day belongs with secondary rather than university education in the strictest sense of these terms. The same men who offer these courses, also offer to seniors who have specialized somewhat in their lines, courses on the teaching of English, mathematics, etc., and aid the Supervisor of Practice Teaching in the practice high school. In the Elementary School these specialists in academic subject matter render little assistance as that is in charge of a man who has made a specialty of elementary education and we have very little practice teaching in that school. It is conducted mainly as a school of observation for prospective superintendents.

"Second. Another plan which was possible for us here was to organize a School of Education beginning with the junior year and con-

tinuing through the graduate work. The only difference that this would involve from the present plan would be in the conduct of the model courses in the subject matter of high school instruction. That would require either that our professors of the teaching of mathematics, etc., offer courses in the Teachers College High School, or that heads of departments be appointed in that school to offer the courses in question. This plan would be more expensive and at the same time less effective. The student who follows one of these model courses in freshman work throughout the year gets his ideals of teaching more thoroughly formed than he could from spending a short time in the observation of model work in the high school, and it economizes his time."

From Dr. G. W. A. Luckey, of *The University of Nebraska*.—"5. The Department of Education was established in 1895 and was known as the Department of Pedagogy until 1900. Since which time the title has been Department of Education. Prior to 1895, there were a few courses on methods of teaching and educational psychology offered in the Department of Philosophy. In 1895, my title was Associate Professor of Pedagogy, changed to Professor of Pedagogy in 1896, and to Professor of Education in 1900. Dr. Wolfe, the other professor in the Department, has the title of Professor of Educational Psychology. The Department began with thirty-eight students, and since 1900 has averaged yearly about 275. For the past three or four years, there has been an average of 70 students annually to receive the University Teachers' Certificate.

"6. I am now working on a plan for the organization of a Teachers College, but have no information at present that I care to make public."

From Dr. W. G. Tight, of *The University of New Mexico*.—"5. The Department of Education was the first to be established as a normal school in 1889, and has now become only a school in the college work."

From Teachers College, *Columbia University, New York*.—5. (Answer prepared by Dr. Edward E. Rall, University of Texas, who holds a Diploma from Teachers College, from Walter S. Hervey's *Historical Sketch of Teachers College in Teachers College Record*, Vol. I., pp. 12-35, and from *Teachers College Announcements*, 1897-1907.)

"Teachers College had its origin in two movements: a philanthropic organization chartered in 1880 chiefly for the purpose of developing industrial, domestic, and manual training; and secondly, an agitation by President Barnard of Columbia College for the establishment of a university department of the history, theory, and practice of education. The importance of the training of teachers in connec-

tion with the manual training movement was early recognized; but it did not assume a prominent place in the work of the organization until 1888, when a 'College for the Training of Teachers' was established. This college was chartered by the Regents of the University of the State of New York in 1889, and its name was later changed to Teachers College. It began with a faculty of five teachers, viz.: in the departments of History and Institutes of Education, Mechanical Drawing and Wood Working, Domestic Economy, Kindergarten Methods, and Industrial Art. The second year there were added departments of Natural Science and Methods of Teaching. The course covered two years. A school of observation and practice was an integral part of the original plan. The admission requirements were considerably below the college entrance requirements. In 1891, and again in 1893, the entrance requirements were increased, and, after becoming a part of Columbia University in 1898, were made practically the same as for other college courses. In 1895, two years of academic work was offered covering freshman and sophomore college work and leading to the professional course of two years, which was thus advanced in grade so as to correspond to junior and senior college work. In 1906 regulations were adopted abolishing the two years' academic work, thereby making the entire work of the college strictly professional, and of a grade demanding junior standing, or better, for admission.

"Turning to the second movement, we find that President Barnard as early as 1881, in his annual report, sketched the organization and work of 'a university department of the history, theory, and practice of education,' and added that 'Education is nowhere treated as a science, and nowhere is there an attempt to expound its true philosophy.' From this there gradually developed the idea of a college for teachers, to be established as an integral part of the Columbia University. Practical considerations prevented this at that time, and it was thought best first to build up such a college for teachers outside the university and to wait until later to bring it into organic connection therewith. The college for the training of teachers was established at about this time, and it appears that from the first its eventual affiliation with Columbia was in the minds of at least some of the farsighted leaders in Columbia. It was not until 1893, however, that the first move in the direction of formal affiliation with Columbia was taken. In that year an agreement was entered into by Columbia, Barnard, and Teachers College, whereby certain courses in Teachers College were allowed to count toward the Columbia degrees. There were eleven such courses the first year and more later. In 1898 the final step was taken whereby Teachers College became a part of

Columbia University. It is known as the University Division of Education, taking rank as a professional school with the Schools of Applied Science, Law and Medicine. The President of the University is President, *ex-officio*, of the College, which is also represented upon the University Council by its Dean and an elected representative of its Faculty—a representation similar to that enjoyed by the schools of Law, Medicine, etc. Like these, furthermore, it gives no degrees—nor did it give any before its connection with Columbia. It gives instead Diplomas, Bachelor's, Master's and Doctor's. The University, however, grants the degrees of Bachelor of Science to the graduates of the two years' professional courses and the degrees of Master of Arts and Doctor of Philosophy to those completing the advanced courses. The College maintains, meanwhile, its separate corporate organization, its Board of Trustees continuing to assume entire responsibility for its maintenance."

6. Answer by Dean James E. Russell, of *Teachers College*.—"Our plan for a large school works very well."

Answer by Dr. F. M. McMurry, of *Teachers College*.—"It seems to me that the work in education in colleges and universities should be organized around the practice school even more extensively, rather than less, than in the normal schools. The colleges, and particularly the universities, should do a somewhat different work from the normals, with the scientific element more fully included. There should be more experiment in such institutions and more practice teaching of a scientific character, involving the experimental element.

"I believe that it is within the limits of what is reasonable, to expect that a move be made in the various universities in the direction of the establishment and good equipment of practice schools with the view to such work as that above mentioned.

"The above is the main point that I want to put before you. I should like to have some discussion of it when the time comes, if possible."

Answer by Dr. Paul Monroe, of *Teachers College*.—"The following is based upon the supposition that the system of normal schools exists throughout a state and provides for the training of elementary teachers. My conception of an ideal arrangement for an educational department of a university would then be as follows:

"1. A departmental faculty, the size of which would depend entirely upon the size of the institution and the demand for educational work, but instruction should be offered along the following lines:

"(1) History of Education, (2) Philosophy of Education, (3) Psychology in its educational applications (this to include a treatment

of general method), (4) Educational Administration, (5) the problems of secondary education.

"In smaller institutions this work might all be given by one or two men, but the instructor giving course 1, should have had some special training in history; course 2, in philosophy; in course 3, as a matter of course, a thorough training in psychology and not simply practical experience. For courses 4 and 5, practical experience is the great essential.

"2. Courses in Special Method in the various subjects taught in the secondary schools, and, if the work of many of the students would fall in the elementary field, method courses in these elementary subjects as well.

"I believe the ideal arrangement to be that where these courses are given by men who are primarily in the special departments, as for example, English, Latin, etc., but men who also have a genuine interest in and a practical knowledge of the work in other lines in the public school system. I think such men can be found in the departmental faculties of most of our state institutions. If they cannot be found there, they should be provided in place of those who have merely a scholastic interest.

"3. Arrangements for practical work, preferably in the public high schools in the city wherein the college or university is located, or in those of neighboring cities or towns. The same applies to practice work in the elementary school if such is needed. I do not think that the practice school is desirable in connection with our universities or colleges. I conceive the function of such schools, independent of the public school system, to be wholly for experimentation. For the training of the average teacher the regular secondary schools are far better, since they provide experience under normal conditions, and the amount of practice teaching would not be enough to interfere with the character of the instruction and organization of the school. Training in experimental schools is apt to be abnormal and not to give either the character or the quantity of the experience needed by the pupil teachers. In a state system of schools which includes the university, there should be no objection to such an arrangement. With private colleges it would be somewhat different, but could probably be arranged.

"4. Experimental schools are needed, I think, only in our largest institutions where the number of professional students of education is quite large. But scientific investigation can be found for a smaller number of students under ordinary conditions in neighboring public schools. Then, again, the experiences of the few experimental schools which already exist have not been such as to call for more."

From Dr. Geo. M. Forbes, of *The University of Rochester*.—"5. About 1891 a course in the Philosophy of Education was offered as an elective and continued until about 1898, since when two courses have been given, one in the science and one in the history of education, both elective, undergraduate courses.

"6. The ideal plan for a University would be a fully equipped, graduate, professional school, coördinate with schools of medicine, law and engineering.

"The ideal plan for a college would be a fully organized department or 'school' of education, coördinate with Latin, English or mathematics.

"Both ideals are practicable now for universities and colleges with large numbers and resources. Others should come as near to them as conditions will permit.

From Dr. Charles De Garmo, of *Cornell University*.—"5. Founded in 1886—Professor G. S. Williams. I succeeded him in 1898."

From The School of Pedagogy, *New York University*.—"5. The School of Pedagogy as a professional school of equal rank with the other professional schools of the University was established by vote of the University Council on March 3, 1890. Previous to that date lecture courses on Pedagogy had been given for four successive years; and the School is in part the outgrowth of these courses. It was the first professional school of university grade for the study for the study of education, in distinction from lectureships and professorships of education established in this country."—From *School of Pedagogy Announcements* for 1906-07.

From Dr. Joseph Kennedy, of *The University of North Dakota*.—"5. We have in addition to the Teachers College, a Normal Department beginning with *high school work* and extending two years beyond—or a five years' course, three of high school grade and two of college grade, going to the sophomore year, and have along with the academic courses the professional ones also. This department is a charter member, having been organized at the opening of the institution in 1884. The Teachers College, organized primarily for preparation of teachers for high schools, was organized in 1905.

"6. I think our plan is excellent, but we need, in order to complete it, a genuine *model* school—not necessarily a *practice* school, but one ideally equipped and manned so as to be a model and ideal in its teaching, its courses, its equipments, and appointments generally and specifically. It seems to me that some such ideal plan should and could be realized by any State University if as much importance were attached to education and teaching as is attached to materially prac-

tical departments. It seems to me that the American people do not adequately value the work of the teacher, high or low. No state has yet really grappled in earnest with the question of making teaching a real profession."

From David R. Major, of *Ohio State University*.—"5. The Department of Education was established ten years ago with one professor and part time of an assistant in charge, and that arrangement still exists.

"6. A committee of our University Faculty is at present working on a plan looking to the development of a College of Education co-ordinate in rank with the colleges of law, engineering, and the like. This committee has not completed its work, but I think the plan of organization most likely to be recommended will resemble, in general, that of the University of Minnesota. One of the questions in debate is: 'shall the College of Education be planted on two years of academic or arts work, or shall students be admitted to the College of Education direct from secondary schools?' In any event the College of Education will not, and should not in my opinion, grant degrees for less than four years of college or university work. It is the general opinion among our faculty that a College of Education should provide professional courses for (1) teachers and supervisors of special subjects, e.g., Manual Training and Domestic Science. (2) Teachers and principals of secondary schools. (3) School superintendents. The details of such plan are local problems."

From President Charles F. Thwing, of *Western Reserve University*.—"6. In a recent report of the Trustees of this college upon the question of a Training School for Teachers, I made the following observations:

"I beg leave to commend to the Trustees the consideration of a plan to establish a professional school for the training of teachers and of superintendents of public instruction. The need of such a school seems to be great. The public schools are filled with teachers of high intentions and good intellectual powers, but who are devoid of special training for the doing of their special duties. Many of them have gone from the highest class of the High School to their places as teachers in the grammar schools. Some of them have spent a year or two years, after graduation from High School, as students in Normal Schools. There are also found at the head of systems of education in towns and cities superintendents whose intentions are high, whose abilities are certainly more than moderate, but who, like their teachers, lack a special training for the doing of their special work. Some of them are college graduates; many are not. They are learning the

work of supervision through supervising; they are securing their professional education at the expense of those whom they educate.

"This condition, although not good, is still less bad than it was formerly. The American people also are demanding a high order of merit on the part of those who teach. In the High Schools of many cities, no person is received as a teacher unless he has received a college degree.

"For the purpose of giving an opportunity for gaining a professional training to women and men who are college graduates, who desire to become teachers and superintendents, the establishment of such an agency would be of the utmost value. Such a college would do for the teaching profession what his professional school does for the man who becomes a doctor or a lawyer. Of course, the time was not remote when one could become a physician or a lawyer without attending a professional school of law or medicine, but at the present time the best physicians and the best lawyers are trained in these schools. The same condition is to obtain in respect to teaching.

"Such a school, established in Western Reserve University, should possess certain features, to wit: only those who bear a degree from a college should be admitted as regular students. Such a school should have for its chief parts, courses in psychology, especially with reference to the development of the mind and body of the child; courses in the history of education; in sociology; in the relation of education to heredity; domestic life and industrial life; a course in ethics, and also courses in general educational administration.

"The opportunity for the establishment of such a professional school in the University seems to me to be ripe. Several of the courses to which I referred are now a part of the undergraduate curriculum. The courses which are now a part could be supplied by professors already employed, for not a few of them have had considerable experience in the departments to which reference is made. Also, is it to be said, that in the City of Cleveland and not now connected with the University, are certain educators of ability and renown who might be persuaded to serve us.

"It is believed that through such a foundation the University might render a great and noble service to the cause of public education. Certainly a university such as Western Reserve should do all it can for the betterment of the public schools; for the great need of the public schools is not so much of better buildings, or of better apparatus, but of better teaching and better supervision.

"In this relation I may add that one member of the Faculty of the College for Women and its Registrar, Professor H. E. Bourne, has,

with customary efficiency, been engaged in securing books for a pedagogical museum and library, to be established as a part of the University. Such a library will be of permanent value to all teachers who may visit the University and to all students who propose to become teachers."

From Dean W. P. Burris, of College for Teachers, *The University of Cincinnati*.—"5. A little more than a year ago the Department of Education was expanded into a separate college which has a faculty of nine members chosen with reference to their sympathies with the purposes of such a college. The other officers of instruction are appointed by the President of the University, and most of the members of our faculty are also members of the faculty of the College of Liberal Arts. We offer over thirty different courses besides those offered by the Cincinnati Kindergarten Training School with which we are affiliated. Our total enrollment at the beginning of our second year is over five hundred, most of these being teachers in the Cincinnati Schools who are registered in courses given in the late afternoons and on Saturdays.

"6. I should consider the opportunity here for a College for Teachers an ideal one, providing the professors in the College of Liberal Arts were teachers as well as scholars. The greatest difficulty, to my mind, everywhere, is the fact that college teaching has never become professionalized. If this were done, it would be an easy matter to have professors who were in sympathy with the purposes of both colleges and who would not be deterred by any sentiment of academic snobbery from giving special methods courses in their field. Presupposing this condition, it would only be necessary to add a few professorships in education to have an ideal condition for a College for Teachers.

"There is a good prospect of our being able to accomplish such an organization here and I have hit upon a practical method of enlisting the sympathies of the professors of the College of Liberal Arts by an arrangement which will make their salaries depend in part upon their ability and willingness to give a professional course in their field."

From Dr. L. W. Cole, of *The University of Oklahoma*.—"5. The department of education was carried out for a time as part of the duties of the Professor of Psychology, and still has to look forward to its organization into a school or a fully represented department.

"6. I can only say that as every department or system of education seems to have developed from small beginnings which were immediately recognized as valuable, so I think a University depart-

ment of Education should begin by giving only those courses which will be recognized by prospective teachers, not only as valuable, but as essential to their success.

These courses will increase rapidly in number as subjects of study in the University become divided into groups pursued as specialties by different groups of students. At Harvard University courses in education are elected by students who feel that they need the information as teachers. While, where a whole faculty is established at once, as in Teachers College there is a great amount of duplication of work; not to say, very often, contradiction of theories among different teachers. So that the courses are neither so solid nor practical as those which occur in answer to a real need for the subject matter of the course.

"Establishing a faculty of education at once generally results I think in the production of teachers trained far more in how to teach than in what they are to teach."

From Dr. Henry D. Sheldon, of *The University of Oregon*.—"5. Along in the eighties and early nineties, there was a normal course given here much lower in its demands than the regular scientific and classical courses. Just why it was given up, I can't say, as it was discontinued before my appointment. The small denominational colleges have such a course to-day, but it is everywhere in bad repute. In 1900 the present department was established on the basis described above. For two or three years very few students elected work in pedagogy, as there was nothing to be gained in the way of a certificate by so doing. In the last two years, however, there has been a strong movement towards the department. Next year we hope to reorganize, to put in a practice course for secondary teachers and put the entire department on a much more efficient basis. Lack of funds has thus far prevented this reorganization.

"6. The ideal plan, it seems to me, would be a five-year course above entrance to college, such as has been outlined by the University of California. During the first two years there should be no work taken in Pedagogy (that is by average students), during the third year only a single course of general culture value, like history or philosophy of education. During the fourth year two or three strong courses in theory, while the fifth year should be largely devoted to practice work, courses in special method of subject student expects to teach, visiting good schools, etc. This plan is for students who have never taught and who expect to become high school teachers. It would necessarily be modified for more mature persons of teaching experience. Personally

I don't believe in a separate school like law or medicine for secondary teachers, such an institution overemphasizes technique and red tape and all sorts of small special courses which are of little service to the student. What we need is not more organization and machinery, but more time for study and better prepared men in the departments of pedagogy. A professor of pedagogy is expected to be an advertising agent for his institution half the time and then in the other half to do as much and as good teaching as men in the other departments. Unless the professors in the department of pedagogy have the time and training to develop courses which command the respect of the other departments and of the abler students, it will make very little difference how the department is organized. What we need most is plenty of research and leisure for thought. This it seems to me is more easily obtained in a university department than in a separate school."

From Dean Josiah H. Penniman, of *The University of Pennsylvania*.—"5. So far as I am aware, pedagogy as a separate subject was taught first at the University of Pennsylvania in 1896 by Professor Martin G. Brumbaugh. It has been taught since that time by Professor Brumbaugh until this year, when he resigned to accept the position of Superintendent of Schools of the City of Philadelphia. Professor Brumbaugh was succeeded by Dr. A. Duncan Yocom, who continues Dr. Brumbaugh's courses so far as the number of hours is concerned. Pedagogy has been taught since 1896 in both the Graduate and undergraduate departments, but more especially in the Graduate Department, where we have a considerable number of teachers studying for higher degrees. At present we offer an elective of two hours in the College, but allow qualified students in the College to take some of the courses in the Graduate School and count them towards their bachelor's degree. The work in the Graduate School announced for this year will be somewhat modified by Dr. Brumbaugh's resignation, but the quantity will remain unchanged and will be substantially as stated in the fasciculus, page 64; which I am sending you. I enclose the announcement of the undergraduate course."

From Dr. Walter Ballou Jacobs, of *Brown University*.—"5. The Department of Education was under an instructor 1893-95; an associate professor 1895-1901; and a full professor 1901. There have been no changes in purpose or plan of work which need to be mentioned.

"6. I believe that our educational work is burdened with too much organization and too high sounding names. The work would

have much more respect from the country, if there were less wind and more work. I do not think that we gain anything by mere organization.

"I believe that our departments of education should be kept in the closest touch with the academic departments. It is in only rare instances that I think it wise to form a school parallel to law, medicine etc. Teachers must forever be scholars, hence they are far more intimately connected with the graduate departments than are lawyers or doctors."

From Dr. P. P. Claxton, of *The University of Tennessee*.—"5. The School of Education in this University was established at the beginning of the second term of the session 1902-3. The intention at that time was to organize it as a separate department of the University, and to offer extensive courses both in the history, philosophy and practice of education, together with instruction in such subjects as are especially needed to prepare teachers for the best work in public schools of to-day, especially in the modern high school. The faculty of this department, as then constituted, contained seven members: a professor of history of education and science and art of teaching; a professor of philosophy a professor of psychology; a professor of history; a professor of English and general literature, a professor of domestic science, and an instructor in manual training. In addition to this there was an observation and practice school of four teachers and one hundred children. Arrangements were made with other departments in the University for special work in Science and other subjects for teachers. The Department as thus organized was quite successful, and continued to be so as long as Dr. Dabney remained as president of the University. But the funds for its support had to be raised outside of the regular income of the school, and when Dr. Dabney left, the new president, Dr. Ayres, did not feel like undertaking the burden of raising this money for the support of the department. He was thoroughly in sympathy with the work of the department, but felt that until he was better acquainted with the workings of the school, he could not undertake the burden of raising the additional funds which had been carried by Dr. Dabney. For this reason, the work of education was reorganized as a school with only two professors: myself with the five courses given above as constituting the work proper of the School of Education, and Miss Gilchrist with the work of domestic science. A year ago Dr. Robert M. Ogden was elected to the chair of psychology and philosophy, and the courses indicated above are offered in this school.

"Since the reorganization, there has been no observation and practice school. The main object of the school at present is to prepare principles and teachers for the high schools of the state."

From W. S. Sutton, of *The University of Texas*.—<sup>5</sup> Education was organized as a school in The University of Texas in 1891, Dr. Joseph Baldwin being elected Professor of Pedagogy. In 1896 the work in that school was suspended. The year following the school was reestablished, Dr. Baldwin being made Professor Emeritus of Pedagogy and W. S. Sutton and A. Caswell Ellis elected, respectively, professor and adjunct professor. In 1905, by vote of the Board of Regents, the school was expanded into a department coördinate with the Department of Law or of Medicine. The regulations establishing the relations of the Department of Education with other University departments were adopted in 1906.

"During the first year in which education was taught in the University, Dr. Baldwin, who had been a very successful normal school principal in Indiana, Missouri, and Texas, conducted three courses in education, one for junior students, a second for seniors, and a third for graduates. The course for juniors embraced school management, applied psychology, and the art of teaching; the senior course embraced the history of education, the science of education, and the art of teaching; and the graduate course consisted of seminary work. During the current session there have been offered courses in school management, the method and principles of teaching, the psychology of education, the psychology of development, abnormal psychology, the history of education, the philosophy of education, secondary education, school supervision, a seminar in education, and teachers' courses in Latin, mathematics, botany, and manual training. The educational faculty at present consists of one full professor, two associate professors, one of whom acts as Visitor of Schools, one instructor, and one student assistant.

"During the session of 1907-08 91 students were registered in education courses. During the session of 1905-06 the number had grown to 250.

"6. An attempt to answer this question is to be found in the third section of the foregoing paper."

Dr. A. Caswell Ellis, Associate Professor of Education in the University of Texas makes the following answer:

"With regard to the relation of university work in the science and art of education to that of the several established university departments, the following regulations seem to me just and wise:

"1. That formal recognition of teaching as a profession should be given through the establishment of a Department of Education correlative with those of Law and Medicine.

"1. That all students in the University preparing to teach should be required to select their courses in conference with some representative of the faculty of the Department of Education, whether the student be at the time registered in the Academic or Education Department.

"3. That during the freshman and sophomore years all education students should be registered in the Academic Department, during the junior and senior years in both Academic and Education Departments, and during the graduate years only in the Education Department, if their major work is in education.

"4. That degrees and teachers certificates in several grades should be granted to the students of this department upon the completion of certain prescribed requirements.

"5. That upon the completion of 17 academic courses and 4 education courses, covering all the requirements for the academic degree and the bachelor's teacher's certificate, the student should be granted the A. B. degree and the bachelor's teachers certificate.

"6. That upon the completion by a graduate student of a major (3 courses) in education and one approved academic minor (or two approved academic minors, depending upon individual conditions) the student should be granted the degree of Master of Arts in Education.

"7. That as much as five of certain selected Education courses should be allowed to count toward the Bachelor of Arts degree.

"8. That regular students should be allowed to take no education course in the freshman year, and not more than one education course in the sophomore year.

"9. That special students in education over 21 years of age should be allowed to register during any year in the Education Department, and to pursue at any time such education courses as are approved by the head of the Department of Education and the several professors concerned.

From Dr. J. T. Kingsbury, of *The University of Utah*.—"5. The Chair of Education in the University of Utah is the result of the Principal of the State Normal School having been the teacher of pedagogy and psychology in the University before he was made the principal of the school. The chair might not have been established had this not been the case."

From Dr. W. H. Heck, of *The University of Virginia*.—"5. Curry Memorial School of Education founded at The University of Virginia, 1905, with one professor in charge.

"6. 'Ideally' there should be in our universities professional departments of education, giving professional degrees after two years academic and two years professional work, with additional post graduate work. Also, regular academic students should be allowed to take courses in education as electives for the academic degrees."

From Dr. J. N. Deahl, of *The University of West Virginia*.—"5. Probably ten years ago the principal of the preparatory school at our University began to offer courses in pedagogy for preparatory and college students. This continued for about four or five years. The work given was of about the grade of normal school work.

"In 1901 the Board of Regents of the University created a department of pedagogy which was afterwards called the Department of Education, and the present incumbent was appointed to fill the position. For the first year and a part of the second year college students or any mature students were admitted to courses in education. But for more than three years no students have been received or admitted to the courses in education unless they were of the rank of college students. Students are discouraged in beginning their professional studies before the second or third college year.

"6. Unless large enough to be a school or college of the rank of the school or college of medicine, law, etc., it should be a department coördinate with English, history, etc. In any case no degree other than A. B., A. M., or Ph. D. should be given. Only in special cases should students below junior be admitted to the courses. Work should be offered in the history and science of education, school administration, program making, school supervision, observation, practice teaching. All persons who wish to teach and receive the recommendation of the University should be required to satisfy the department as to professional equipment.

"The work of colleges and universities in education should be to prepare high school and college teachers, normal school teachers, principals and superintendents of schools, and leave the field clear for the normal schools to prepare elementary teachers."

By Dr. M. V. O'Shea of *Wisconsin University*.—"The following is a copy of a letter to President Van Hise; it covers the points in questions 5 and 6, and indicate what we are striving for here:

'STATEMENT OF NEEDS, IN THE MATTER OF FLOOR

SPACE, submitted in response to the request of President Van Hise, made October 3, 1906.

'I think it is generally recognized that with its present very

limited equipment, the Department of Education is handicapped in the most vital phases of its work. It is essential that the Department have a building for its own use in order that it may do effectively both its theoretical and practical work.

'A. For the theoretical work the needs of the Department in the matter of space are as follows: (1) three general recitation rooms, one with a floor space of 1,500 square feet, and the other two each with a floor space of 750 square feet; (2) one laboratory for educational psychology and mental development, with a floor space of 1,200 square feet; (3) two seminary rooms each with a floor space of 400 square feet; (4) three offices for instructors, each with a floor space of 200 square feet; (5) one typewriter office, floor space 200 square feet; (6) one library, floor space 1,000 square feet; (7) one general meeting room for students and instructors, floor space 600 square feet; (8) one educational museum, floor space 1,200 square feet.

'B. For its practical work the Department needs immediately space for a seven division observational and experimental school, as follows: (1) six class-rooms, each with a floor space of 750 square feet; (2) one kindergarten room, floor space 1,000 square feet; (3) one assembly room, floor space 2,000 square feet; (4) one gymnasium and play room, 2,000 square feet; (5) one manual arts room 2,000 square feet; (6) one teacher's room, 1,000 square feet; (7) two administrative offices, each 500 square feet.

'II. A. Ten years ago one general recitation room capable of holding fifty pupils sufficed for the needs of the Department, but it was universally recognized that the instruction then was wholly inadequate. The Department of Education was at that time an adjunct of the Department of Philosophy. It was not recognized as a separate department entirely dissociated from Philosophy until 1903.

'B. A building of the dimensions indicated above, in I, will probably meet the needs of the Department for the next four or five years. It is the plan of the Department to start the observational and experimental school with four divisions, and add a division each year, until a complete school, from the kindergarten to the university is secured. In order to accomplish this, there will be needed in four years additional space for a six division secondary school. The amount of space required will be practically the same as that shown in I B. It is planned to construct a building in three parts; the central part shall be devoted to theoretical instruction; and on either side shall be a wing, one devoted to the elementary and the other to the secondary observational and experimental schools.

'It is my opinion that twenty years hence education will have become developed to such an extent that subjects now taught as units will be differentiated, which will require additional instruction and probably increased space. I believe too that research in education will become constantly more important, and larger provisions must be made for this work. I should say the laboratory facilities specified under I will need to be trebled during the next fifty years.

'III. It is the opinion of the Department of Education that it should not go in a building with any other department.'

From Dr. J. F. Brown, of *The University of Wyoming*.—"5. In the original plan of the University the Normal School was planned as an integral part, although it was not organized and put into active operation until a few years later. It has sometimes been criticized, I am informed by those who have been here several years, on the ground that its work was a 'snap,' but in general it has been well supported by the Faculty at large and so far as I know there is no feeling against it at the present time. The variety and strength of the courses have steadily increased, until now we offer four years of professional work, two years three hours per week and two years five hours per week.

"6. (a) I am fully convinced that the ideal plan for the organization of the education work in colleges and Universities—especially in the latter,—involves the forming of a Teachers' College which shall have an individuality of its own. Its spirit and its methods are, in some respects, so different from those of the ordinary College of Liberal Arts that opportunity for development along its own lines should be granted. First, a strong, cultured, tactful, enthusiastic head should be chosen. He should select a strong support for the distinctively professional work. Then should come the selection of the good teachers, always those who believe in the value of pedagogical training, for teaching special subjects and for giving instruction in the methods of teaching those subjects. The Training School for all grades should be added. Certificates and diplomas of different kinds corresponding to different kinds of work done, may be given. Both good scholarship and thorough professional training must be emphasized throughout.

"(b) The above plan is not practicable in many small institutions where a chair of education might yet be profitably established. It is my belief, however, that as the importance of the professional training of teachers becomes more fully recognized, there will be less disposition on the part of those who aspire to

be teachers to go to any but a well equipped Normal School or Teachers' College. The Chair of Education in the ordinary college or university is more or less of a makeshift during a period of transition."



Douglas









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